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ABSTRACT

Guidelines, as developed by the Association of Teacher Educators (ATE), for professional experiences in education are presented. Revisions of these guidelines were conducted by the National Field Directors Forum, a special interest group of the ATE. The major purposes of professional experiences are to: (1) provide opportunities to relate knowledge, skills, and attitudes learned in teacher education to direct experiences and to perform professional teaching duties; (2) provide opportunities to apply and test principles of learning and to apply teaching strategies; (3) provide opportunities to develop entry level competence in the full range of teaching functions; (4) provide opportunities for career exploration in the teaching profession; and (5) demonstrate principles of professional and ethical behavior. This booklet presents guidelines regarding: (1) organizational structures for professional experiences; (2) planning of professional experiences; (3) qualifications, responsibilities, and loads of college and university personnel; (4) qualifications and responsibilities of affiliated supervisory personnel; and (5) inservice education programs for supervisors. (CB)

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# Guidelines for Professional Experiences in Teacher Education

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# GUIDELINES FOR PROFESSIONAL EXPERIENCES IN TEACHER EDUCATION

## A POLICY STATEMENT

Association of Teacher Educators
Reston, Virginia

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# FOREWORD

Professional experiences include early field experiences, student teaching, practicums, and internships. They are crucial to the success of any teacher preparation program. During professional experiences prospective teachers practice skills learned earlier, apply knowledge from the behavioral sciences, and test their personal interaction styles in the crucible of classroom practice. They get feedback on the effectiveness of their performance and are required to demonstrate competence as a teacher for summative evaluation.

Research studies in teacher education consistently show that professional experiences are effective in shaping professional practice. Hence the quality of such experiences is important to teacher preparation.

For several years the National Field Directors Forum, a Special Interest Group (SIG) of the Association of Teacher Educators (ATE), has analyzed clinical experiences to determine effective practice, to recommend policy, and to communicate both to the profession. The first printed result was *Guidelines for Clinical Practice*, published in 1970 by ATE. In the fifteen years since, the *Guidelines* have undergone several revisions. The present version is appropriate for schools and colleges to use in shaping their teacher education programs and for accrediting agencies to employ in assessing the adequacy of professional experiences.

It is appropriate that ATE provide leadership in this area of professional preparation because the roots of the Association are in professional experiences. Sixty-five years ago the Association for Student Teaching (the predecessor to ATE) was created by a group of committed educators who banded together to improve field experiences for prospective teachers. That spirit of dedication still pervades the ATE membership.

The ATE is deeply grateful to the Research Committee of the National Field Directors Forum: Eldon Drake, Terry James, Ray Kuehl, Duaine Lang, Robert MacNaughton, William Norris, Peter

Quinn, Robert Roth, and Ray Sunderland, and particularly to the chair, John Morris. For three years this committee considered issues in professional experiences and discussed them with other educators. In 1985 it presented this document to the ATE Delegate Assembly for approval and dissemination to the profession.

Members of the committee will welcome comments and suggestions for strengthening both this document and professional experiences in teacher education.

W. Robert Houston
ATE President

## ACKNOWLEDGMENTS

The National Field Directors Forum is a Special Interest Group (SIG) of the Association of Teacher Educators (ATE). Membership is open to individuals in colleges and universities, state departments of education, and elementary and secondary schools who direct programs of professional experiences, such as early field experiences, student teaching, and internships. Revision and publication of the *Guidelines for Professional Experiences in Teacher Education* is just one of the ways in which the Forum has provided leadership in improving the quality of teacher preparation programs. These directors, individually and as a SIG, are to be commended for their dedication and tireless efforts.

The process of revising the *Guidelines* spanned the terms of several ATE presidents: Louise Dieterle, Northern Illinois University; Peggy Gordon Elliott, Indiana University Northwest; Robert Roth, University of South Florida; and Robert Houston, University of Houston. Each of these presidents made the revision and publication of the *Guidelines* an important priority. Louise Dieterle and another past president of ATE, Marvin Henry of Indiana State University, were among the first to recognize the need for the revision and gave generously of their time and counsel.

Robert Stevenson, executive director of ATE, deserves special recognition for his role in the revision and publication of the *Guidelines*. His dynamic leadership and commitment to teacher education was a constant inspiration to the Research Committee of the National Field Directors Forum, the group that was delegated the responsibility for the revision.

To the Research Committee, I owe a special debt of gratitude. The dedication, the wisdom, and the patience of this group of professional teacher educators sustained me during the philosophical and logistical difficulties encountered in our work. It is an irony that the committee chair often receives most of the recognition for an accomplishment such as this publication, when the committee deserves the credit.

Finally, I express my deep respect for ATE, which is the one national association that brings together teacher educators from elementary, secondary, and higher education, and from state departments of education to advance the great profession of teaching.

John E. Morris, Chair
National Field Directors
Forum, Research
Committee

# INTRODUCTION

The concept and the context of professional experiences in teacher education are of critical importance. Teaching is a learned profession characterized by high ethical, moral, and technical standards. Prospective teachers are in the process of becoming students of teaching. Professional experiences in preservice teacher education provide opportunities for students of teaching to study and engage in teaching activities in a variety of settings under the supervision of highly qualified personnel.

The major purposes of professional experiences are as follows:

1. To provide opportunities to relate the knowledge, the skills, and the attitudes learned in teacher education to direct experiences, and to perform professional teaching duties

2. To provide opportunities to apply and test principles of learning and to apply teaching strategies

3. To provide opportunities to develop entry-level competence in the full range of teaching functions

4. To provide opportunities for career exploration in the profession of teaching

5. To demonstrate principles of professional and ethical behavior.

Professional experiences take place in a variety of laboratory settings where teaching is the primary focus--on the campuses of preparing institutions, in schools, in classrooms, in community organizations or agencies, and in private businesses or industries. In teacher education, laboratory implies a setting where there are (a) controls appropriate to the nature of the tasks to be learned; (b) professional supervision appropriate to the developmental level of the prospective teacher; (c) instructional materials and equipment necessary to achieve program objectives; (d) a professional atmosphere that nurtures and encourages teacher education students to be creative, to explore, to make and test

tentative hypotheses, and to receive feedback, and (e) opportunities for teacher education students to demonstrate competencies in teaching before receiving an initial certificate. In such laboratory settings the intent is to prepare students of teaching to be thoughtful and independent professionals capable of monitoring their own behavior, that is, teachers who act on principles, who continue to study teaching and learning in order to become more creative in the translation and the transmission of ideas and ideals, and who continue to grow.

Professional experiences may be clinical in that there is direct study, observation, analysis, and diagnosis of specific problems that enable prospective teachers to acquire the knowledge and the skills necessary to perform effectively in highly specialized roles, such as educational diagnostician, speech and hearing teacher, or teacher of the emotionally disabled. Some experiences, such as observing or serving as a teacher aide in a regular classroom, may not be highly specialized. Further, professional experiences may occur at any level in the undergraduate or graduate program. They include early field experiences, student teaching, practicums, and internships.

These guidelines are an extensive revision of *Guidelines to Clinical Experiences in Teacher Education*, first published by the Association of Teacher Educators in 1970 and revised in 1973 and 1978. They are intended to give guidance and direction in the most promising practices in professional experiences. They are meant to provide assistance in achieving excellence, not to be restrictive. They should be considered as minimum criteria for planning, implementing, and evaluating professional experiences. The guidelines were developed for the following audiences:

1. Colleges and universities, to provide a framework for developing, delivering, and evaluating programs of professional experiences in teacher education

2. State education agencies, to provide criteria by which programs of professional experiences may be evaluated

3. The National Council for the Accreditation of Teacher Education (NCATE), to present minimum standards for programs of professional experiences in institutions seeking NCATE accreditation

4. Schools, teacher centers, and other agencies, organizations, and individuals involved or interested in teacher education, to provide direction and encourage active involvement in improving programs of professional experiences.

## COMMITMENT OF THE ASSOCIATION OF TEACHER EDUCATORS

The Association of Teacher Educators is committed to programs of professional experiences that meet the following criteria:

1. They are characterized by a partnership approach, including cooperative organizational structures and involving all institutions, organizations, agencies, and individuals responsible for or concerned with teacher education.

2. They are well planned, systematically supervised, and developmental, and take place in a variety of settings.

3. They are an integral and important part of the total teacher education program and are so recognized by the institution. This recognition is evidenced by adequate financial support, recognition and reward of personnel involved in this part of teacher education, and the general status accorded these programs in relation to other program components.

4. They provide for continuous and comprehensive evaluation so that excellence may be achieved and maintained.

## DEFINITIONS

The literature reveals that most terms associated with professional laboratory and field experiences have a variety of meanings. For the purposes of these guidelines, the following terms and definitions apply.

The **program of professional experiences** is the part of the preparation program that provides opportunities for prospective teachers to study and engage in a broad range of professional activities in varied settings under the supervision of highly qualified personnel.

**Professional experiences** are activities that involve teacher education students in a variety of professional tasks and a systematic study of teaching under supervision. These experiences include but are not limited to observing, assisting, planning, teaching, and evaluating. They may take place in laboratory settings--on the campus, in schools, in community organizations or agencies, and in private businesses or industries. Professional experiences include early or pre-student-teaching, practicums, student teaching, and internships.

The **coordinator of professional experiences** is the person designated by the preparing institution as the one responsible for coordinating the program of professional experiences.

The **college or university supervisor of professional experiences** is the higher education faculty member assigned responsibility for supervising prospective teachers engaged in professional experiences.

**Affiliated schools or districts, community organizations or agencies, and private businesses or industries** are institutions, agencies, and organizations that enter into agreements with a college or university engaged in teacher preparation to provide professional experiences for prospective teachers.

**Affiliated supervisors** are faculty and staff members of affiliated schools, school districts, community organizations or

agencies, and private businesses or industries to whom a teacher education student is assigned for the purpose of engaging in professional experiences. When such supervisors are staff members of affiliated schools, they are often called cooperating or supervising teachers.

## GUIDELINES

### 1. Organizational Structures for Professional Experiences

#### 1.1 Collaborative Organizational Structures

**1.1.1 Collaborative organizational structures for involving appropriate institutions, organizations, agencies, and individuals exist and are operational.**

The need to provide varied opportunities for prospective teachers to engage in professional experiences has long been recognized. The variety and the quality of professional experiences required to adequately prepare effective teachers cannot be provided by a single institution, organization, agency, or individual. Because several parties are involved in teacher preparation, collaborative decision making and organizational structures are necessary and mandatory. These structures and procedures must ensure the following:

1. Collaborative planning and decision making
2. Delineation of responsibilities
3. Continuous evaluation with provisions for injecting new ideas and revising relationships
4. Consideration and execution of all functions promptly, efficiently, and fairly
5. An appropriate level of support (personnel, money, materials, and equipment) from each institution or agency
6. Communication channels that promote a continuing dialogue among all personnel, organizations, and agencies.

## 1.2 Institutional Organizational Structures

### 1.2.1 The organizational structure is clearly defined, is adequate to accomplish administrative responsibilities effectively, and receives appropriate institutional support.

The basic requirement for an effective program of professional experiences is an organizational structure that clearly defines administrative responsibility for the total program and enables the coordinator of professional experiences to accomplish the following major tasks:

1. Administer the program, including communications, record keeping, and provision of an adequate supply and variety of instructional materials and equipment

2. Lead in developing and improving professional experiences

3. Select, orient, support, assign, and supervise personnel and provide for their continuing professional development

4. Maintain relations with local, area, state, regional, and national organizations in teacher education

5. Evaluate, study, and improve personnel performance and program effectiveness.

The following principles guide the creation and the operation of an effective institutional structure for professional experiences:

1. The responsibility for the total program is vested in a coordinator of professional experiences.

2. The authority and the responsibilities of the coordinator are clearly stated.

3. The authority of the coordinator is commensurate with program requirements.

4. The degree of institutional support--salaries, promotion, tenure, load, and secretarial and staff assistance--is at a level that recognizes the demands for quality programs and personnel.

5. The operational procedures and policies for the program are clearly identified and made available to all appropriate audiences.

## 2. Planning of Professional Experiences

### 2.1 Professional experiences result from careful, systematic planning within a cooperative decision-making structure reflecting shared responsibility and accountability.

Curricula for the preparation of teachers are composed of a variety of learning experiences systematically designed to achieve stated objectives. Each experience is related in one or more important ways to every other experience. Planning for all professional experiences should focus on creating an integrated whole. Planning must clarify relationships and provide opportunites to consider implications of varied experiences within the context of the total preparation program. Due consideration must be given to the impact of these experiences on affiliated institutions, organizations, agencies, and individuals.

Planning must ensure that professional experiences for prospective teachers meet the following criteria:

1. They are an integral part of the total preparation program.

2. They are supported by a rationale that clearly addresses the objectives to be accomplished, the relationships between the experiences and the course or program components, and appropriate evaluation procedures.

3. They are systematically supervised by teacher educators who have the necessary preparation in the supervision of prospective teachers and demonstrated expertise in their areas of assignment.

4. They are initiated as early as possible in the undergraduate program, no later than the sophomore year, and continue on a systematic basis throughout the preparation program.

5. They are required of all students prior to student teaching.

6. They are designed to involve teacher education students in a variety of settings and with learners of varied backgrounds and special needs.

7. They are planned within a cooperative decision-making structure.

8. They are planned so that the responsibilites and the duties of each institution, organization, agency, and individual are clearly delineated.

9. They are planned within a framework for continuous evaluation and change.

## 3. Qualifications, Responsibilities, and Loads of College and University Supervisory Personnel

The quality of professional experiences is directly related to the preparation, experience, and expertise of supervisory personnel. Excellence in professional experiences results from the fusion of the efforts, the knowledge, the skills, and the attitudes of these personnel. Those who serve in these positions require not only appropriate preparation and experiences in various teaching specialties; they must also possess and consistently demonstrate the supervisory skills necessary to maintain effective relationships with personnel and organizations and to guide the progress of the prospective teacher.

The number of people and positions involved and the dimensions of their positions are, to some extent, determined by the needs of each program of professional experiences. There are, however, certain traditional positions with distinct qualifications and responsibilities that are common to most programs of professional experiences. The body of professional literature associated with these positions has been used to formulate the position title, qualifications, and responsibilities used in the *Guidelines*.

The *Guidelines* recognize that institutions may alter the roles of the traditional positions involved with professional experiences. Where this occurs, institutions should provide a clear rationale for changes and substantiate the professional worth of alterations with evaluative data.

## 3.1 Coordinator of Professional Experiences

**3.1.1 The college or university maintains an appropriately qualified individual as coordinator of professional experiences and systematically assesses his or her performance on program effectiveness and cooperative relationships with all affiliated organizations and personnel.**

**3.1.2 The college or university provides resources sufficient to ensure that the coordinator can achieve program objectives.**

**3.1.3 The college or university vests authority for programs of professional experiences in the coordinator.**

The coordinator is the person designated by the teacher preparation institution as the individual responsible for coordinating a program of professional experiences. Depending on the organizational structure of the institution and program needs, there may be more than one coordinator. Allowing for variations in the size, the structure, and the responsibilities of programs of professional experiences, the coordinator possesses the qualifications identified below and performs various responsibilities such as those listed.

### QUALIFICATIONS

1. Successful teaching experience at the elementary or secondary and college or university levels

2. Successful experience as a supervising teacher or a college or university supervisor

3. Experience with and knowledge of teacher education curricula, including professional experiences

4. Demonstrated competence in establishing and maintaining effective relationships in varied settings and organizational structures

5. Appropriate academic credentials for faculty rank, tenure, and promotion.

**RESPONSIBILITIES**

1. Develop and administer programs of professional experiences
2. Establish and disseminate policies for administering programs of professional experiences
3. Establish and maintain liaison with college, university, and affiliated organizations
4. Integrate programs of professional experiences with other aspects of the teacher education program
5. Develop settings for professional experiences that reflect variety and diversity, including opportunities for multicultural and/or international experiences
6. Assign teacher education students to professional experiences
7. Manage the supervision of all teacher education students participating in professional experiences
8. Identify, select, and prepare supervisory and staff personnel
9. Provide systematic inservice programs for supervisory personnel
10. Consult with supervisory personnel about the progress of prospective teachers participating in professional experiences
11. Maintain appropriate records of professional experiences
12. Prepare and administer the budget for all professional experiences.

## 3.2 College and University Supervisor of Professional Experiences

**3.2.1 Selection of college and university supervisors is conducted in accordance with clearly defined criteria.**

**3.2.2 Qualifications of college and university supervisors are established and consistent with role expectations.**

**3.2.3 Performance criteria for college and university supervisors are clearly defined.**

**3.2.4 A process for evaluating the performance of college and university supervisors is clearly defined and operational.**

**3.2.5 A process for improving the performance of college and university supervisors is clearly defined and applied.**

The college or university supervisor is the person assigned to supervise teacher education students engaged in professional experiences, such as early field experiences, student teaching, practicums, and internships. Most supervisors will be full- or part-time members of the college or university faculty. When part-time faculty, supervisors jointly appointed by the college or university affiliate, or graduate assistants are used, care is exercised to ensure that they are well qualified, have or receive preparation in the supervision of prospective teachers, and receive appropriate supervision by the coordinator. Allowing for variations in professional experiences, college and university supervisors possess the qualifications identified below and perform the responsibilities indicated.

## QUALIFICATIONS

1. A minimum of three years of successful teaching experience in a public or private school

2. Preparation in various instructional methods, analysis of teaching behavior, and supervision of teacher education students

3. Demonstrated knowledge of the principles, the purposes, and the roles and responsibilities of professional experiences

4. The ability to identify settings and personnel that may be used in the program of professional experiences

5. The ability to identify the needs of affiliated supervisors and students and assist in providing inservice activities to ensure their effectiveness

6. Demonstrated competence in human relations, that is, professional and ethical behavior, the ability to work effectively with others, a receptivity to ideas, and considerateness

7. A knowledge of current educational research as it relates to teaching and learning in elementary and secondary schools, professional experiences, and teacher education

8. The ability to contribute to the body of knowledge on professional experiences by participating in research activities and sharing the results of their research through publications and presentations at state, regional, and national meetings.

## RESPONSIBILITIES

1. Assist the coordinator in establishing and maintaining collaborative relationships with affiliated schools, districts, and community organizations

2. Acquaint affiliated school and community personnel with the philosophy, the objectives, the organization, and the content of the preparation program

3. Orient teacher education students to the philosophy, the objectives, and the organization of the school to which they are assigned, and to the community environment

4. Work with affiliated schools and community administrators in identifying and selecting affiliated supervisors

5. Assist the coordinator in assigning teacher education students to the professional experiences that will most effectively enhance their development

6. Assist the coordinator and campus and affiliated personnel in planning, implementing, and evaluating all aspects of the program of professional experiences

7. Plan and conduct inservice education programs for affiliated personnel

8. Observe, conference on, plan, and evaluate, in cooperation with affiliated supervisors, the progress of prospective teachers participating in professional experiences

9. Establish and maintain open channels of communication between the college and university and affiliated components

10. Establish and maintain a high level of performance expectations for teacher education students and affiliated personnel

11. Participate, on a regular basis, in the inservice education programs jointly planned, implemented, and evaluated according to procedures in Guideline 5.

## 3.3 Loads for College and University Supervisors of Professional Experiences

**3.3.1 The institution establishes standards for faculty teaching loads.**

**3.3.2 Supervisory loads are such that coordinators and supervisors have sufficient time regularly and systematically to plan, supervise, and evaluate the progress of teacher education students in professional experiences.**

**3.3.3 Supervisory loads provide adequate time for supervisors effectively to perform the responsibilities identified in Guideline 3.2.**

**3.3.4 Supervisory loads reflect consideration of all factors affecting and relating to the nature and the level of the experience being supervised.**

**3.3.5 Supervisory loads do not exceed those established by institutional standards.**

Professional experiences often require more faculty time than typical instructional responsibilities. They are highly individualized, frequently require supervisors to travel, and use settings that often do not lend themselves to any teaching model other than small groups or one-to-one arrangements. Colleges and universities must commit the resources necessary to maintain supervisory loads at a level ensuring an effective, systematic program of supervision that facilitates frequent visits and continuous communication with teacher education students and affiliated supervisors. Given the variations in professional experiences, institutional and community resources, and organizational structures, the following factors are important in determining supervisory loads:

1. The level of involvement required of teacher education students by the professional experience, for example, observation, participation, student teaching, practicum, internship

2. The level and the nature of responsibility the teacher education student is expected to assume, which clearly differs significantly from early field experiences, to practicums, to student teaching, to internships

3. The degree of congruence between campus-based instruction and professional experiences

4. The distance of professional sites from the campus and the geographical dispersion of schools

5. The total load of faculty when supervision of professional experiences is part of that load

6. The clustering of teacher education students in settings for their professional experiences.

## 4. Qualifications and Responsibilities of Affiliated Supervisory Personnel

Teachers and others who serve as affiliated supervisors require special qualities, knowledge, skills, and levels of competence. The affiliated supervisor is the person to whom a teacher education student is assigned. This person may be a classroom teacher (for students in early field experiences, student teaching, and practicums), a staff or resource person such as a counselor or a director of media (for students interning in counseling or media), or a leader in a community or human service agency. Most affiliated supervisors participate in programs of professional experiences on a voluntary, part-time, and often infrequent basis. Most are paid stipends by the preparing institution. In view of the critical importance of their role and responsibilities, high priority must be given to a process for identifying them, determining criteria for selecting them, providing inservice programs for preparing them to effectively perform their responsibilities, and establishing procedures for evaluating their performance.

### 4.1 Identification of Affiliated Supervisors

**4.1.1 A systematic process for identifying affiliated supervisors exists and is communicated to affiliates.**

**4.1.2 The identification process provides an adequate pool from which to select needed personnel.**

Procedures for identifying affiliated supervisors must be adequate to ensure a sufficient pool from which to select the necessary personnel. Provisions for considering suggestions and recommendations of all involved parties must exist.

### 4.2 Criteria for Affiliated Supervisors

**4.2.1 Criteria for selecting and evaluating affiliated supervisors are jointly established, communicated to all affiliates, and operationally and systematically evaluated.**

**4.2.2 The institution and its affiliates enforce appropriate policies to ensure that supervisory personnel meet established criteria.**

**4.2.3 Affiliated supervisors who meet the criteria and volunteer to serve are jointly selected by the coordinator and designated persons of the appropriate affiliate.**

Criteria for the selection of supervisory personnel are essential to maintain high-quality programs of professional experiences.

1. They are cooperatively established through collaborative organizational structures created under Guideline 1.

2. They reflect the level of involvement expected of prospective teachers in experiences such as observation, participation, practicums, student teaching, and internships.

3. They reflect the level of supervisory knowledge, skills, experience, and attitudes necessary to ensure proper supervision of teacher education students.

4. They are specific.

5. They lend themselves to several processes for evaluating their effectiveness.

6. They ensure that affiliated supervisors possess a valid certificate (not temporary or probationary) in the area(s) and at the level(s) for which the student is preparing.

7. They ensure that supervisors of student teaching, practicums, and internships have three years of successful experience in the area and at the level of supervision.

## 5. Inservice Education Programs for Supervisors

When personnel are asked to serve as supervisors, they may not be fully aware of the responsibilities they will be required to assume, or possess the competencies necessary to be effective. However, those who meet the criteria, are selected, and agree to serve, can become effective if appropriate inservice education is provided. Effective inservice education for all supervisors, those who are beginning as well as those who have served previously, is essential for excellence in professional experiences.

**5.1.1 The college or university and its affiliates, recognizing that the quality of professional experiences is directly related to the competency of the supervisors, make provisions for the development, the implementation, the operation, and the evaluation of inservice education programs for all supervisors.**

Inservice education programs for supervisors are guided by the following principles:

1. They are cooperatively designed, operated, and evaluated through the collaborative organizational structures established under Guideline 1.

2. They reflect individual needs of supervisors at the levels of experience and involvement required by the program of professional experiences.

3. They are provided for all supervisors of professional experiences, who must agree to participate in these activities if they are to continue in this role.

4. They receive adequate support to ensure accomplishment of objectives.

5. They are based on clearly stated goals, objectives, and procedures.

6. They have clearly stated procedures for evaluation and change.

## 6. Evaluation of Personnel and Programs of Professional Experiences

Excellence in professional experiences cannot be achieved or maintained without adequate and continuous evaluation of personnel and programs. Evaluation serves three primary purposes. First, it determines the extent to which program objectives are being achieved. Second, it provides insight into strengths and weaknesses, and the ways in which improvements can be accomplished. Third, it provides the data necessary for long-range planning, for program restructuring, and for allocation of human and financial resources. Implicit in these purposes are provisions for feedback to campus and affiliated personnel, prospective teachers involved in the programs, and those responsible for program development, implementation, and maintenance. Adequate feedback helps ensure that personnel and programs continue to be effective.

**6.1 There is a clearly defined process for evaluating all aspects of programs of professional experiences and all personnel involved.**

**6.2 Program objectives are clearly and publicly stated.**

**6.3 Performance criteria for personnel are clearly and publicly stated.**

**6.4 Data from evaluations are provided to personnel and used as one basis for needed change.**

**6.5 There is substantial evidence that the principles stated in these guidelines have been applied to the total process of planning, organizing, administering, supporting, and evaluating all programs of professional experiences.**

The following principles serve as a basis for evaluation:

1. Purposes are clearly identified and used for planning the evaluation.

2. Procedures and performance criteria for personnel and programs are clearly and publicly stated.

3. Evaluation is continuous and systematic.

4. Criteria and procedures are consistent with the philosophy, the goals, and the objectives of the teacher preparation program.

5. Evaluation results are reflected in modifications of programs and performance of personnel.

6. Methods, procedures, and strategies used in assessing personnel performance are sufficiently diagnostic to identify weaknesses clearly.

7. Both quantitative and qualitative data are used in decision making.